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ABSTRACT

This bibliographic essay discusses evaluation instruments that could be used to evaluate the K-12 social studies program in Alberta, Canada. The author points out the difficulty of evaluating the Alberta social studies program because its objectives are ill defined and it relies heavily on values and the inclusion of the affective domain. While there are three intellectual traditions that have made their presence felt in social studies education--the liberal arts tradition, the life adjustment tradition, and the citizenship education tradition--the Alberta social studies program clearly defines itself as a citizenship education program. In assessing student achievement in social studies, three areas should be assessed: knowledge (facts, concepts, and generalizations); skills (research, interpretive, critical thinking, and democratic participation); and attitudes and values. The last half of the paper describes particular tests that can be used. For example, Jamestown Publishers publishes tests that attempt to test comprehension skills at levels from upper elementary school through high school. The "Mental Measurement Yearbooks" (Buros, 1953; Buros, 1959; and Buros, 1965) are filled with reviews of social studies tests that measure cognitive tasks. Sample test instruments are included in the appendices. (RM)

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Evaluating Student Achievement in Alberta Social Studies:

Report to MACOSA Committee on Social Studies Assessment

July 1977

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Probably the best general volumes on student assessment were written by Berg (1965), Ebel (1972), and Thorndike (1971). Manuscripts and articles attending to student evaluation repeat these sources continually. It is unfortunate, in this light, that these works are virtually useless in making decisions about whether to or how to assess student achievement in social studies in Alberta.

Cronback (1972) defines evaluation as "the collection and use of information to make decisions about an educational program." Merwin (1969) implies that any evaluation should answer certain questions. These questions include: 1) who or what should be evaluated?; 2) who should accomplish the evaluations?; 3) how should the evaluations be conducted?;

Berg, Harry D., (ed.), Evaluation in Social Studies, Thirty-fifth Yearbook of the National Council For Social Studies, Washington, D.C.: NCSS, 1965.

Ebel, Robert L. Essentials of Educational Measurement. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Thorndike, Robert L., (ed.), Educational Measurement. Washington, D.C.: American Council on Education, 1971.

Cronback, Lee J. "Course Improvement Through Evaluation," in Peter A. Taylor and Doris M. Cowley (eds.), Readings in Curriculum Evaluation. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1972. p.11.

Merwin, Jack C. "Historical Review of Changing Concepts of Evaluation," in Ralph W. Tyler (ed.), Educational Evaluation: New Roles, New Means. Chicago: University of Chicago Press, for National Society for the Study of Education, Sixty-eighth Yearbook, 1969, Part II.

and 4) how should the evaluations be incorporated into the total educational process? None of the traditional texts dealing with evaluation can substantively aid those charged with answering these important questions that effect social studies students in Alberta.

The Alberta Social Studies program suffers an affliction similar to almost all other social studies programs. Its objectives are ill-defined. An overriding issue for those in social studies is to build programs which are suited to objectives. Often this building process is difficult because a recurring problem exists in stating specifically what the objectives are. Often social studies programs do not provide clear-cut guidelines for curriculum development and evaluation because the objectives of ~~their~~ these programs are so ambiguous.

Orlandi (1971) lists three factors that "seem" to be responsible for the ambiguity. These are 1) Social Studies is concerned with topics on which people's attitudes are deep-seated and resistant to change. An unequivocal statement of what constitutes democratic citizenship would inevitably antagonize a sizeable number of people; 2) Educators disagree

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Orlandi, Lisanio R. "Evaluation of Learning in Secondary School Social Studies" in Bloom, Benjamin S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Company, 1971. pp. 449-498.

over the ultimate goals of social studies. Engle (1965) views the conflict as being over one pair of continua - the content continuum and the process continuum;

> On the content continuum, we see the social studies varying at the extremes from the study of separate subjects, with no claim to any direct bearing on the broad areas and problems taken from the "life experience" of citizens. . . .
>
> On a second continuum, the "process" continuum, the extremes vary from those who see it as a problem-solving process (pp. 15-16).

and 3) Objectives have not customarily been stated in behavioral, or operational terms. Orlandi points out arguments against very specific and concrete objectives in social studies. He states. . . .

> There is a fairly strong feeling among many educators in the field that a precise behavioral explication of objectives is impossible, deleterious, and unnecessary: impossible because the behaviorization of objectives would be complete only for lower levels of thinking and for trivial attitudes;

Engle, S.H. Objectives of the social studies. In B.G. Massialas & F.R. Smith (eds.), New challenges in the social studies. Belmont, Calif.: Wadsworth, 1965. Pp. 119.

Orlandi, Lisanio R. "Evaluation of Learning in Secondary School Social Studies" in Bloom, Benjamin S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Company, 1971. pp. 449-498.

> deleterious because that incompleteness might channel instruction toward relatively insignificant objectives; unnecessary since other forms of structuring social studies objectives have been devised which are more suitable in that they do not close out aims which seem impossible to state behaviorally but are intuitively apparent (p. 453).

The goals and objectives of the Alberta Social Studies Program[1] are generally unique (as compared with the goals and objectives of many other social studies programs) in their heavily stated reliance on values and inclusion of the affective domain. This leaning towards values and the affective has caused concern both with teachers and students[2] and has presented problems for those teachers and administrators trying to evaluate student achievement in that area according to established goals.

Although the goals of the Alberta Social Studies are expressed clearly, the task of evaluating student achievement towards those goals is difficult because of the arguments

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[1] Responding To Change: A Handbook for Teachers of Secondary Social Studies. Government of Alberta

[2] A Summary of a Report of an Assessment: The Social Studies in Alberta - 1975. prepared by L.W. Downey Research Associates Ltd. Edmonton, for Alberta Education, December 1975, p. 6.

Orlandi lists. For example, one expectation of Social Studies students in Alberta is that they are expected to do: "2.1.3 Prescriptive inquiry, in order to plan and carry out responsible actions that are designed to make this world a more desirable place in which to live;"[3] Certainly, the objective is stated clearly. Yet, no rational person would expect all participants in society to agree what actions "make this world a more desirable place in which to live."

Social Studies educators have been uncomfortable with unclear measurement of objectives that result from unclear objectives. Several different approaches have been suggested that would tend to make the structure of social studies more clear. The Report to the California State Curriculum Commission by the California State Central Commmittee on Social Studies (1961) identified eighteen generalizations that synthesize the main ideas to be learned in a total social studies program. A second approach, Fenton (1967) sees social studies as composed of 1) forming hypotheses and 2) arriving at conclusions. To do this, he proposes that concepts be the focus of the social studies.

Orlandi, Lisanio R. "Evaluation of Learning in Secondary School Social Studies" in Bloom. Benjamin S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McCraw Hill Book Company, 1971. pp. 449-498.

3 Responding To Change, op. cit., p.5.

California State Central Committee on Social Studies. Report to the California State Curriculum Commission. Sacramento: California State Department of Education, 1961.

Fenton, E. The New Social Studies. New York: Holt, Rinehart and Winston, 1967.

Fenton states:

> Lists of concepts form a more useful notion of structure than lists of generalizations. Let us suppose, for example, that student knows four concepts from sociology-social class, status, role, and norms-and wants to analyze the society of Boston in 1750. These four concepts will help to guide his search for data. With them in mind, he will search for evidence about class structure: how many classes existed, and what characteristics distinguished members of one class from those of another. He will try to find out what roles members of each social class played in the society. He will ask himself which roles had high status and which ones ranked at the bottom of the prestige scale. Finally, he will seek evidence about which norms-patterns of behavior-were expected from everyone. The concepts are "imposed conceptions" which guide the search for data toward issues which sociologists have found useful for the analysis of society. (Fenton, 1967, p. 14)

A third approach is that of Bruner (1960) who assumes that each discipline has an intrinsic structure which can furnish a frame of reference for students of that discipline. In order to adequately study social studies, Bruner suggests, the intrinsic structure of the particular discipline under scrutiny must be assessed. This assessment would then be the basis for the structuring of social studies curricular goals.

Ibid, p. 14.

Bruner, Jerome S. The Process of Education. Cambridge: Harvard Univ. Press, 1960.

In addition to the three general methods for structuring social studies curricula, three intellectual traditions have made their presence felt in social studies education (Orlandi; 1971). These intellectual traditions are 1) the liberal-arts tradition; 2) the life-adjustment tradition; and 3) the citizenship-education tradition.

a) Liberal-Arts Tradition

The liberal-arts tradition is based generally on knowledge or intelligence. The goals of such a program are generally easy to list and are almost exclusively confined to Bloom's classical cognitive domain.[3] The affective domain is introduced only to the extent that affective goals lend themselves to knowing. Cataloging the goals of the liberal-arts type of program is as easy as deciding what knowledge is most worth knowing.

b) Life-Adjustment Tradition

The life-adjustment tradition is generally concerned with the very personal characteristics of the learner. Knowing things, in the classical sense, is given less emphasis than practical and personal knowledge that would aid the individual student in adjusting to life. Cataloging the goals of the life-adjustment tradition is difficult be-

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Orlandi, Lisanio R. "Evaluation of Learning in Secondary School Social Studies" in Bloom, Benjamin S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Company, 1971. pp. 449-498.

[3]Bloom, Benjamin S. Taxonomy of Educational Objectives: Handbook I, Cognitive Domain, New York: David McKay Company, Inc. 1956.

cause of the vague boundaries of the content covered and the wide range of personal knowledges that life-adjustment social studies programs feel have merit to an individual's existence.

c) Citizenship-Education Tradition

The citizenship-education tradition emphasizes the individuals obligations, interactions, and involvements with the society in which he lives. Knowledge has utility to the extent that it aids in the building-up or maintenance of the student's social sphere. Listing and ordering goals of citizenship-education programs are more difficult than in the liberal arts tradition and less-encompassing than the life-adjustment tradition. Goals in this tradition are generally synthesized from both the other traditions and are relevant to the extent that they foster good citizenship as defined by the particular emphasis controlling the society in which the program exists.

The Alberta Social Studies program clearly defines itself as a citizenship education program. As such, goals should be measured to the extent with which they attend to making "this world a more desirable place in which to live."[4*]

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[4] Responding To Change, p. 5.

*The authors Responding To Change suggest that these goals are expressed in behavioral terms and deal with both processes and content.

It is not clear, however, after reading the official statements of the Alberta Department of Education whether any of the three approaches that structure the goals of a social studies program mentioned earlier are viable in Alberta. Obviously, the design, the focus, and the goal orientation of the Alberta Social Studies are not typical of all social studies programs. Because the Alberta Social Studies program is unique, using traditional structuring procedures is difficult. The brief research undertaken to discover existing historical and contemporary evaluative procedures suggests that evaluative procedures do not presently exist that "do justice to" the Social Studies program existing in Alberta. The reason no evaluative tools exist is undoubtedly a function of the uniqueness of the Alberta Social Studies Program.

Defining and Measuring Social Studies Goals

In assessing student achievement in social studies, four areas should be assessed. These areas include:

1) Knowledge
    a) Facts
    b) Concepts
    c) Generalizations

2) Skills

a) Research

b) Interpretative

c) Critical thinking

d) Democratic participation

3) Attitudes and Values

Certain knowledges, skills, and attitudes seem essential to social studies programs based on all three (liberal arts, life adjustment, and citizenship education) traditions. Important knowledge in the social studies spans knowledge and comprehension of facts, concepts, and generalizations. These facts, concepts, and generalizations are particular to the individual content under study. Tests of knowledge seem best conducted by teachers or standardized for particular content units. For example, after a grade four class finishes a particular unit on People in Alberta, that class might take an achievement test assessing the knowledge gained from that unit. This test may be the same for all students of grade four in Alberta and included to teachers in a pre-teaching yearly packet. Probably, most teachers would use this type of test to teach from throughout the year. This reliance, in itself, is good unless teachers are inundated with facts, concepts, and generalizations which they should

teach their students. Care must be taken that only the essential facts should be used.

Most often, it seems, in the liberal arts tradition the assumption is made that good knowledge will generally produce good attitudes. Hence many "music or art appreciation" courses consist mainly of memorization and recognition of examples in the various phases in music or art history. This assumption is not made in a citizenship-education approach. The development of good values for citizens is a separate and equally important enterprise.

Skills contain a diverse number of behaviors. Many lists of social studies skills exist. The list of skills contained in Chapter 10 of Responding to Change[5] (Carpenter, 1963) is rather comprehensive and contains research skills (location of information), interpretation skills (generally reading skills dealing with such symbolic data as maps, graphs, tables, time-lines, cartoons, etc.), and critical thinking skills (analysis and evaluation of evidence).

Of the three types of skills undertaken by various social studies curricula (research, interpretative, and critical thinking), the Alberta Social Studies Program spends considerably more time on the area of critical thinking than many other social studies programs. Several

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[5] Responding to Change, p. 74-89.

Carpenter, H. McC. (Ed.) Skill Development in Social Studies Thirty-third Yearbook of the National Council for the Social Studies. Washington, D.C.: NCSS, 1963.

sources outlining critical thinking skills can be found. Dressel and Mayhew (1954) offer a list of critical thinking skills useful to social studies. These are:

1. To identify central issues.
2. To recognize underlying assumptions.
3. To evaluate evidence or authority.
   a. To recognize stereotypes and cliches.
   b. To recognize bias and emotional factors in a presentation.
   c. To distinguish between verifiable and unverifiable data.
   d. To distinguish between relevant and nonrelevant.
   e. To distinguish between essential and incidental.
   f. To recognize the adequacy of data.
   g. To determine whether facts support a generalization.
   h. To check consistency.
4. To draw warranted conclusions.

Fenton (1967) offers the resemblence of a scientific method that attempts to interrelate critical thinking and research skills. His procedure is:

1. Recognizing a problem from data
2. Formulating hypotheses
   a. Asking analytical questions
   b. Stating hypotheses
   c. Remaining aware of the tentative nature of hypotheses
3. Recognizing the logical implications of hypotheses
4. Gathering data
   a. Deciding what data will be needed
   b. Selecting or rejecting sources

Dressel, P.L., & Mayhew, L.B. Critical Thinking in Social Science: A Handbook of Suggestions for Evaluation and Teaching. Dubuque, Iowa: Brown, 1954.

Fenton (op cit.), p. 16-17.

5. Analyzing, evaluating and interpreting data
   a. Selecting relevant data
   b. Evaluating sources
      (1) Determining the frame of reference of an author
      (2) Determining the accuracy of statements of fact
   c. Interpreting the data
6. Evaluating the hypothesis in the light of the data
   a. Modifying the hypothesis, if necessary
      (1) Rejecting a logical implication unsupported by data
      (2) Restating the hypothesis
   b. Stating a generalization

Assessment in the areas of research skills, interpretation skills, and critical thinking skills can, it seems, be easily conducted by using standardized instruments. These skills seem generic to all social studies programs. Since the goals to teach these skills are wide-spread, certainly test instruments exist that measure them.

A multiplicity of tests exist that purport to measure student achievement or "fluency" in areas commonly called the "cognitive domain." In this area, formal or semi-formal "diagnostic" reading tests are in some cases similar to "diagnostic" social studies tests. Jamestown Publishers[6], for example, publishes tests that attempt to test comprehension skills at levels from upper elementary school through

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[6]Jamestown Publishers, Post Office Box 6743, Providence, Rhode Island 02940, USA.

high school. Comprehension skills under analysis include 1) Understanding Main Ideas, 2) Making Judgments; 3) Making Inferences; etc. There are nine skills included in the "Skills series" and each skill is accompanied by a cassette.

Jongsma (1972) reports that generally social studies achievement tests have a high correlation with reading achievement tests. In fact, any test that includes student's reading must measure reading. The apptitude-achievement controversy has been argued for years.[7] It is possible, however, that social studies questions dealing with certain interpretative skills can be drawn from a pool of diagnostic and "skills" reading tests.

Finding tests that measure student's abilities and achievement on levels of Bloom's Cognitive Domain is not difficult. The Mental Measurement Yearbooks (Buros, 1953; Buros, 1959; and Buros, 1965) are filled with reviews of

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Jongsma, E.A. "What Do Standardized Social Studies Achievement Tests Really Measure? A Critical Appraisal" Paper presented at the Annual Meeting of the National Council for the Social Studies: Boston, November 1972.

[7]For a good discussion of this area see Mouley, George. Psychology for Effective Teaching, 2nd Ed. Holt, Rinehart and Winston, Inc. Toronto, 1968. pp. 257-261.

Buros, O.K. (Ed.) The Fourth Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1953.

Buros, O.K. (Ed.) The Fifth Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1959.

Buros, O.K. (Ed.) The Sixth Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1965.

social studies tests that measure cognitive tasks. Anderson and Lindquist (1957) have created questions that measure knowledge of facts, concepts, and generalizations. Tests written at the University of Chicago (1945 and 1948) evaluate facts, concepts, generalizations, as well as certain social studies skills like identifying assumptions and evaluating evidence in order to draw conclusions. While these University of Chicago tests are relatively old, test items included are not essentially different than test items of more recent tests. Schultz (1957) has created a test for evaluating concepts in political science. Crary (1951) has designed a rather unique history test that, in part, asks the students to select criteria for the operation of an ideal society. Morse and McCune (1964) have created test items that assess students' achievement

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Anderson, H.R., & Lindquist, C.F. Selected Test Items in American History. (Bull. No. 6, 4th ed., rev. by H. Stull) Washington, D.C.: National Council for the Social Studies, 1957.

University of Chicago, College. Sample Questions: Comprehensive Examinations. Chicago: UCC, May 1945.

University of Chicago, College. Sample Questions from Social Science Comprehensive Examinations. Chicago: UCC, April 1948.

Schultz, M. Tests for Comparative Political Systems: An Inquiry Approach. New York: Holt, Rinehart and Winston, 1967.

Crary, R.W. Crary American History Test: Evaluation and adjustment series. (Form Am) New York: Harcourt, Brace, 1951.

Morse, H.T., & McCune, G.H. Selected items for the testing of study skills and critical thinking. (Bull No. 15, 4th ed.) Washington, D.C.: National Council for the Social Studies, 1964.

on various social studies skill levels. Dressel and Mayhew (1954) have designed test items that include higher level cognitive skills like analysis and evaluation. Although their handbook is almost twenty-five years old, their items are valuable examples for assessing critical thinking. A test attending to students' ability in geography was created by the Association of American Geographers (1967).* These test items include what might be useful skill items and attend, in part, to analysis levels of Bloom's Taxonomy. One of the better assessments of students' abilities to analyze and evaluate is the Harvard Social Issues Analysis Test (1959). This assessment is more open-ended than most. It asks students to draw "warrented conclusions" and to state the reasons for the conclusions.

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*It should be noted that many of these tests mentioned include only sample items for students in the United States. Many of them, therefore, are not content valid for use in Alberta.

Dressel, P.L. and Mayhew, L.B. Critical Thinking in Social Science: A Handbook of Suggestions for Evaluation and Teaching. Dubuque, Iowa: Brown, 1954.

Association of American Geographers, High School Geography Project. The Geography of Culture Change Test. Washington, D.C.: AAG, 1967.

Harvard University, Graduate School of Education, Social Studies Research Project. Harvard Social Issues Analysis Test. (Form L-1) Cambridge, Mass.: HUGSE, 1959.

A possibility exists that a certain number good standardized items could be drawn from the pool of questions that appeared on Alberta social studies departmental exams over, for example, the years 1970-1974. These questions have some ready advantages. First, they have been created from the labors of teams of Alberta social studies peoples whose sole function was to create them. Second, they have been used over the years and, hopefully, refined to some degree. Third, they have proven to be both as reliable and as valid as possible under existing statistical criteria. And, fourth, they are readily available from the testing branch of the government.

The use of Taba's Charts in Chapter 10, Responding To Change, refers to aspects of student's development relating to the valuing process (according to Responding To Change the areas of exploring feelings, interpersonal problem-solving, and analysis of values). Only in some of the more specific areas are evaluation and assessment of student achievement less than highly inferential. Standardized, normed tests are generally unavailable to test these skills. The Michigan Social Issues Category System[8] provides a classroom observation scheme which allows the teacher to tape-record his or her class and then analyze types of evidence which are often offered to defend positions.

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[8] Massialas, Byron, Nancy Sprague, Jo A. Sweeney, "Identification of Social Issues Teachers" conducted as part of a research study pursuant to contract OEC 3-7-061678-2942 with United States Department of Health, Education, and Welfare, Office of Education. "Structure and Process of Inquiry into Social Issues in the Secondary Classrooms." p. 101.

One of the pioneer instruments available for measuring changes in the affective domain is Attitude Toward School (1971), a collection of affective objectives and instruments from Instructional Objectives Exchange. However, the Instructional Objectives Exchange was commissioned to develop objectives in only two "high priority" affective areas. These areas are 1) the learner's attitude toward school and 2) the learner's self-concept.

Personal interviews are one way to assess a student's level of functioning on moral dilemmas. Kohlberg (1958) developed a cognitive-developmental approach to moral reasoning. This stage theory divides moral reasoning into six distinct stages of development. Stage level is determined through the use of personal interviews. During the interviews a moral dilemma is presented and a set of questions is asked to the interviewee. By analysis of the comments of the person being interviewed a trained coder can determine the stage-level at which the interviewee is functioning. Pagliuso (1976) has produced a workbook that gives instruction in

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Attitude Toward School K-12 Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, 1971.

Kohlberg, L. "The Development of modes of moral thinking and choice in the years ten to sixteen." Unpublished doctoral dissertation, University of Chicago, 1958.

Pagliuso, S. Understanding Stages of Moral Development: A Programmed Learning Workbook, Paulist Press, Toronto, 1976.

these interviews. Porter and Taylor (1974) have designed a handbook for teachers and researchers interested in developing procedures for measuring individuals with respect to their level of moral reasoning.

Pierce and Lorber (1977) state it is possible to construct "evaluation instruments that assess the meeting of affective objectives." An example they offer is, after discovering that many students hold a cultural bias, to have students respond to an open-ended story about a racial situation. The teacher then computes the percentage of positive, negative, or neutral statements the students made. The teacher then utilizes teaching and environmental procedures designed to increase student awareness of the cultural group they are biased against. After teaching the unit, students again respond to an open-ended situation. Again percentage of positive, negative, and neutral statements are checked. In this open-ended way, Pierce and Lorber state, teachers can determine if their efforts have had desired effects.

The assessment of achievement by students on affective goals is difficult. Generally, the affective goals of the social studies have not been clearly stated and categorized. In a social studies curriculum based on a citizenship-education model, certain values and attitudes are of primary importance. These values and attitudes include: 1) values and attitudes

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Porter, N. and N. Taylor. A Handbook for Assessing Moral Reasoning. Cambridge, Mass., Moral Education and Research Foundation, 1974.

Pierce, Walter B. and Michael A. Lorber. Objectives and Methods for Secondary Teaching. Prentice-Hall, Inc., Englewood, Cliffs, New Jersey, 1977. P. 74.

for desirable intellectual behavior; 2) values and attitudes for desirable social behavior; and 3) values and attitudes for desirable behavior as a citizen (Orlandi, 1971). If it is accepted, in theory, that these three values and attitudes are to be evaluated, specifically assessment tools must be built or must exist that measure at least the following areas.

1) objectivity
2) open-mindedness
3) ethical relativism/realism
4) skepticism
5) precision in research
6) empathy
7) tolerance
8) interest
9) awareness
10) acceptance of responsibility
11) personal involvement
12) cooperativeness in group activities
13) willingness to be constrained by democratic procedures
14) critical analysis of circumstancial arguments

This list of fourteen specific attitude or value areas was infered from the text of Responding To Change. Whether clearly stated or not, these fourteen items certainly seemed to provide an underlying value structure to the Alberta Social Studies program. In other words, it is my feeling that the Alberta social studies handbook has assumed a definition of good citizenship via the structure of the program, the sorts of learning activities it suggests, the type of teacher-student or student-student interaction it fosters, the sort of evaluative structure it promotes,

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Orlandi, Lisanio R. "Evaluation of Learning in Secondary School Social Studies" in Bloom, Benjamin S. et al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw Hill Book Company, 1971. pp. 449-498.

etc. And, although there are undoubtedly more implied citizenship values than are listed here, to the best of my inference these values are implied in Responding To Change. Therefore, if student achievement is to be assessed in reference to the affective goals of social studies in Alberta, at least some assessment of these fourteen areas must be made. The question then rises: "Is it possible to assess these objectives?"

Attitudes and values are different to measure. In the literature of assessing attitudes and values, two discovery methods exist. Either (1) a person is asked (in some manner) what his values and attitudes are or (2) a person is observed in situations where his behavior infers his attitudes or values. Problems exist with both methods. First, if you ask a student how he feels about something, how do you know whether or not to believe his answer? Second, if you observe him in a behavior, how do you know whether this behavior is representative of all behaviors in this area and is not influenced by some other uncontrolled variable.

One way to evaulate by asking is via closed-response approaches.* A frequently used closed-response method is

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*Open-response assessment methods like simulations, role-playing techniques, essays will not be discussed here because of the nature of the task.

the Likert-type question. For example, a Likert-type question would be:

(1) The native population of Canada should be supported by additional tax revenue.

(a) strong agreement

(b) agreement

(c) neutral

(d) disagreement

(e) strong disagreement

In the Likert-type scale, the student is given a choice on a scale of five. He may state any preference along the continuum of strong agreement to strong disagreement. With elementary students, the Likert scale has been used with a series of smiling or frowning faces. For example,

Obviously, one problem with the Likert-type scale is the fact that a student can state one preference and practice another preference. Massialas and Cox (1966) have created a Likert-

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Massialas, B.G. and C.B. Cox. Inquiry in Social Studies. New York: McGraw-Hill, 1966.

type scale to determine a student's positive or negative interpretations of politics. Generally, Likert-type scales are easy to construct. Their use, however, is limited.

It is possible to assess students' awareness and interest through the use of sentence completions. For example:

Edmonton could drastically improve its reputation with its citizens by changing the _____.

Obviously, this assessment method can point out a student's knowledge of certain areas. However, it is only evaluatory in a crude manner. Specifically, completion of the example sentence only shows that the student is aware of some problems in Edmonton. There is no way to rank order which problems are worse problems than others. There is also no way to evaluate whether the student knew other problems existed and whether or not he could apply a viable solutions to these problems.

Scriven (1975) in a critical review of the National Assessment of Educational Progress (NAEP) focuses on citizenship values and describes three alternative approaches to evaluating social studies education. First, Scriven

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Scriven, M. "Evaluating Social Studies and Citizenship Education. Some Alternative Approaches." in National Assessment and Social Studies Education, NCSS, 1975, pp. 27-31.

describes an approach which would make direct international comparisons. Are students in the United States, for example, more tolerant than students in Canada? Data, Scriven suggests, might come from an item pool from the Institute of International Education studies.

A second suggestion would take the shape of a hypothetical, page-long newspaper editorial or a dialogue and a series of rather searching questions of a wide range of difficulty. The open-ended answers, Scriven suggests, would be more realistic than the answers given on other types of evaluations that assess affective measures. Obviously, the analysis of responses would require formidable training and talent by scorers. Even after this training, a certain amount of inference must take place (reading between the lines). Test validity might suffer correspondingly.

Scriven suggests a third type of evaluation that will not be discussed in any great detail here. This evaluation moves away from paper-and-pencil tests and into the area of the anthropologist and the sociologist. Essentially, Scriven's third evaluatory method seeks to identify the values of various age levels of students in society from a study of their communication and decision-making processes.

Several other authors suggest methods for the evaluation of non-cognitive goals and objectives in the social studies

(Mayhew, 1965; Fraenkel, 1973); Bechtol & Conte, 1976). The methods these authors suggest for effective evaluation are repetitive and highly inferential, they do not supply a standardized pool of items useful for summative evaluation according to specific goals of social studies programs. Therefore, they have limited potential as an aid to evaluate social studies' students in Alberta.

A few tests exist that assess high-level cognitive and some affective levels. One of the best known tests of thinking skills is the Watson-Glaser Critical Thinking Appraisal (1961). The sections of the tests deal with inference, logic and judgment, skill in recognizing assumptions, deduction, and evaluations of arguments.

If it is decided that moral behavior (used in Kohlbergian terms) is a criteria that should be measured as part of the competencies of the Alberta social studies program, some direction has been provided in this area. Statements prototypical of the various stages of moral behavior have been used for testing in standardized manners.

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Fraenkel, J.R. Helping Students Think and Value. Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1973.

Bechtol, W.M. and A.E. Conte. Individually Guided Social Studies. Addison-Wesley. Don Mills, Ontario, 1976.

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Rest (1969) and Cermack (1971) have created instruments for measuring comprehension. The Rest, et. al. (1974) defining issues test has been used by the state of Pennsylvania to assess students' insights into moral reasoning stages.* Cooper (1972) has also created an objective measure for assessing levels of moral development. Rest, Turiel, and Kohlberg (1969) have attempted to standardize an instrument that can determine a student's moral level preference. Carroll and Rest (1975, p. 6) suggest that in each study "virtually all subjects preferred the

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Rest, J.R. Hierarchies of Comprehension and Preference in a Developmental Stage Model of Moral Thinking. Unpublished doctoral dissertation, University of Chicago, 1969.

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Rest, J.R., D. Cooper, R. Coder, J. Masanz, and D. Anderson. "Judging the Important Issues in Moral Dilemmas--an Objective Measure of Development." Developmental Psychology, 1974, 10, 481-501.

*See letter in Appendix

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Carroll, J.L. and J.R. Rest "Development in Moral Judgment as Indicated by Rejection of Lower Stage Statements." Paper presented at meeting of American Educational Research Association, Washington, D.C., 1975, p. 6.

highest stage statements." This point brings up the difficulty that test writers must face in deciding whether or not a student's written preferences will correspond positively with the actions that he takes in real life situations.

In 1963, a legislative act in Pennsylvania mandated that the Pennsylvania Department of Education should measure the quality of education offered in the public schools. Subsequently, the State Board of Education developed a Ten Goal platform for Quality Education.[9] Recently, Pennsylvania has been attempting to standardize tests on their Goal V[10]--Citizenship. Copies of their recent tests for grades 5, 8, and 11 are included in Appendix C. In a telephone conversation with Daniel Nicholes, he suggested that other states in the United States are also trying to create tests to assess the goal of Citizenship. However, this information is not really available.

Conclusion

The Alberta social studies program is a citizenship education program. There is, however, no general agreement on a definition of good citizenship. And, the authors of the official Alberta social studies documents do not overtly define good citizenship. It may be that, at the

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[9]Guerriero, C.A. "Are Commonwealth Students Responsible Citizens?" Submitted for publication in the Spring 1977 issue of Behavioral Disorders.

[10]See Appendix

present time, "good citizenship" is impossible to evaluate. Critical thinking, which most citizenship-education programs think of as being an important element in the education of democratic citizens, seems possible to test. At least, several attempts to assess students' achievement along the criteria of critical thinking and moral reasoning have been made. Brief research suggests that, although several groups are struggling in this area, no good test items have been standardized from which Albertans can readily draw. It is possible that, if no attempts are made to seriously delve into this area, social studies people in Alberta will be missing an opportunity to advance the skill of evaluation and assessment on a broad scope.

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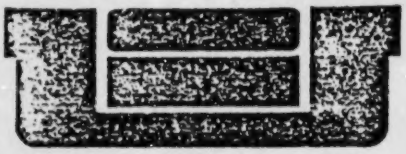
Appendix A

ALLEGHENY INTERMEDIATE UNIT



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(Area Code 412) 323-5757

INSTRUCTIONAL SUPPORT SERVICES

June 14, 1977

Jim Parsons
University of Alberta
Department of Secondary Education
Edmundton, Alberta T6G 2E1

Dear Jim:

Enclosed are the test instruments which I said I would send. I hope you find them helpful. I also am enclosing copies of scoring information on the Rest Defining Issues Test and the Educational Quality Assessment's Goals I, IV, and V.

As I indicated in our phone conversation, we found that the DIT was too difficult for average 9th grade students. The sample instructions used at posttest helped, but by that time our data had been botched. The Moral Advice Test seems quite easy for the 5th grade students I am working with now. Both of these tests provide insights into moral reasoning stages, but I do not consider them replacements for the interview.

If I can help you further, let me know.

Sincerely,

Dan

Dr. Daniel R. Nicholes
Director
Elementary Responsible Citizenship Project

DRN:dak

Enclosures

from: Russell, Nolan F. Getting Inside the EQA Inventory. 35
Division of Educational Quality Assessment,
Pennsylvania Department of Education, 1975.

GOAL V Citizenship

Quality education should help every child acquire the habits and attitudes associated with responsible citizenship.

GOAL RATIONALE

Responsible citizenship embodies a much more complex concept than commonly expressed in love of country and participation in the democratic processes. Viewed in its broadest sense responsible citizenship implies a respect for law and proper authority, a willingness to assume responsibility for our own actions and for those of the groups to which we belong, respect for the rights of others and overall personal integrity.

Schools should encourage pupils to assume responsibility for their actions as well as the actions of the group. Opportunities should be provided for pupils to cooperate and work toward group goals and to demonstrate integrity in dealing with others. Pupils should be given the chance to take the initiative and assume leadership for group action as well as lend support to group efforts as followers.

MEASUREMENT RATIONALE

The mores, codes, laws and social expectations of society provide the reference points for judging which behaviors reflect *responsible* citizenship and which indicate *poor* citizenship. A review of literature revealed that the National Assessment of Educational Progress developed nine general citizenship objectives. The criterion for inclusion of any one objective was its relative importance to society as agreed upon by a committee of scholars and lay people.

These national objectives were used to provide the frame of reference for what was to be measured. Objectives in the factual domain such as (a) knowing structure of government and (b) understanding problems of international relations were not considered in developing the scale.

Arriving at a satisfactory definition of citizenship was much less complicated than applying the definition to the assessment of students' attitudes and behaviors. The display of responsible citizenship behaviors like *honesty* or *integrity* are most often situational.

A person's display of good citizenship behavior under one set of motivating conditions tells us little about the way he or she can be expected to act if those conditions are altered. The context in which the behavior is elicited therefore becomes at least as important in determining the outcome as the predisposition of the individual involved.

To assess citizenship, a behavior-referenced model incorporating elements related to the psychological notion of *threshold* is used. In reference to citizenship, threshold refers to that set of conditions necessary to bring about the desirable responses. Thus by varying the situation and introducing conditions of reward and punishment we are able to determine the cutoff levels at which the student will display positive behavior. In this way it is possible to assess not only the students' predisposition to behave in a manner consistent with responsible citizenship but also to provide some measure of the intensity of that predisposition across a wide spectrum of situations.

GENERAL SCALE DESCRIPTION*

Fifty-seven items measure willingness to exhibit good citizenship in many social situations under a variety of motivating conditions. Social contexts are given by 19 situations, each posing a problem and suggesting an action predefined as good or poor citizenship. Each story has three items which list positive or negative consequences resulting from the action. Student are asked to decide whether to take the action for each consequence.

Sample situation (grade 11): There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings and pictures on buildings. A student is asked to join the club. In this situation, I would JOIN THE CLUB when I knew....

Sample item set:

		Yes	Maybe	No
1.	My best friend asked me to join.	Y	M	N
2.	Most of the popular students were in the club.	Y	M	N
3.	My parents would *ground* me if they found out I joined.	Y	M	N

The items within the scale are grouped to yield three subscale scores in addition to a total score.

Subscale 1: *Concern for the welfare and dignity of others* contains 18 items (item sets from five situations) designed to measure concern for the feelings of others, willingness to protest unjust treatment of others, and the tendency to accept new people into a group. Also measured is the degree of restraint from teasing or degrading others.

Subscale 2: *Respect for law and authority* has 21 items measuring the willingness to report law-breaking of others, obey authorities during emergencies and prevent classroom disruptions. Also assessed is the degree of restraint from violent actions that could harm others or damage property.

Subscale 3: *Personal responsibility and integrity* has 18 items which tap the willingness to honor self-made commitments to individuals or groups and the willingness to take responsibility for one's own mistakes and to report mistakes made in one's favor.

*Nolan F. Russell from the Division of Educational Quality Assessment is the author of the citizenship scale.

NORM-REFERENCED SCORING

The following item weighting scheme is used for norm-referenced scoring:

	Response Options		
Behavior Direction	*Yes*	*Maybe*	*No*
Positive Citizenship	2	1	0
Negative Citizenship	0	1	2

CRITERION-REFERENCED SCORING

Responses are considered *favorable* when they reflect a willingness to display proper citizenship behaviors or an unwillingness to use poor citizenship behaviors. A student's score on a given scale (total or subscale) is the percentage of items to which a favorable response was given. For the citizenship scale the scoring scheme applied to the items is:

	Response Options		
Behavior Direction	*Yes*	*Maybe*	*No*
Positive Citizenship	1	0	0
Negative Citizenship	0	0	1

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Appendix C

1976

CITIZENSHIP–GOAL V–Grade 5

SECTION A

Thirty items ask students to predict whether they will take good or poor citizenship actions in many everyday situations. Response options are (1) yes, (2) maybe and (3) no.

		Per Cent Response By Option			Per Cent Favorable Response
	WELFARE AND DIGNITY OF OTHERS	(1)	(2)	(3)	
1.	I would sell something if my class were trying to raise money	57	36	7	57
5.	If someone in my class would wear odd clothes, I would tease the person about it	6	19	75	75
8.	I would help anyone who asks me	43	46	10	43
11.	I would make fun of someone I didn't like	16	35	49	49
13.	I would not help someone if I thought my friends would make fun of me	21	33	46	46
15.	I would help with a class project even if I did not like it	59	30	11	59
19.	If someone wanted to borrow a book I was using, I would let the person have it as soon as I could	72	21	7	72
22.	I would make fun of someone who played a game poorly	7	21	72	72
25.	If someone left some trash on the lunch table, I would clean it off	37	36	27	37
26.	If I saw someone being *picked on* by other kids, I would try to help that person	59	32	8	59
	RESPECT FOR LAW AND AUTHORITY				
3.	I would break a school rule if everyone else was breaking it	6	19	74	74
4.	If I saw someone steal something in a store, I would report it to the manager	76	16	7	76
7.	I would throw snowballs at a passing car if I knew I wouldn't get caught	13	17	69	69
12.	If a friend of mine took something that didn't belong to him, I would try to get him to return it	79	15	6	79
14.	I would yell and scream in the lunchroom if everyone else was doing it	8	17	75	75
18.	I would *fool around* on days when my regular teacher is not in class	11	23	66	66
20.	If my friends dared me, I would call up people I didn't know and make funny noises	10	18	73	73
24.	If people didn't give me candy at Halloween, I would turn over their garbage cans	14	13	72	72
28.	If I thought I would not get caught, I would take something from a store without paying for it	5	8	86	86
30.	If I saw some kids starting fires in an alley, I would tell on them	68	22	10	68
	RESPONSIBILITY AND INTEGRITY				
2.	If I scratched a neighbor's car with a bicycle, I would keep quiet about it	20	27	52	52
6.	If I found a school bag with no name on it, I would keep it	6	13	82	82
9.	If I really needed it, I would sneak a book out of the library	5	10	85	85
10.	If I found a wallet with money in it, I would try to return it to the owner	73	15	12	73
16.	I would cheat on a test if I felt the test was unfair	9	16	74	74
17.	If a store clerk gave me too much change, I would return the extra money	59	20	21	59
21.	I would cheat in a game if I thought I could get away with it	12	22	66	66
23.	If I were *fooling around* with the school's record player and broke it, I would tell the teacher	62	22	14	62
27.	If I accidentally broke a school window and no one saw me do it, I would keep quiet about it	21	28	52	52
29.	I would keep something I found rather than try to find the owner	15	32	53	53

1976

CITIZENSHIP–GOAL V–Grade 8

SECTION G

Items measure willingness to exhibit good citizenship in many social situations under a variety of motivating conditions. Social contexts are given in 18 stories, each posing a problem and suggesting an action pre-defined as good or poor citizenship. Students are asked–(1) yes, (2) maybe and (3) no–if they would take the action for each consequence.

		Per Cent Response By Option			Per Cent Favorable Response
WELFARE AND DIGNITY OF OTHERS		(1)	(2)	(3)	
C.	Norma is with a group of friends. Several people begin to make fun of another girl. If I were Norma, I would also MAKE FUN OF THE GIRL when I know...				
	7. I had seen the girl teasing others in the past	48	30	21	21
	8. My friends were doing it also	18	38	44	44
	9. I did NOT like the girl	42	36	22	22
D.	Morton is at a fair with some friends. He sees that the worker running one of the rides won't let a person onto a ride because the person is of another race. If I were Morton, I would PROTEST TO THE WORKER when I knew...				
	10. My friends would back me up	70	19	11	70
	11. My friends would NOT help me	41	33	26	41
	12. There was a good chance that the worker might beat me up for my thoughts	29	34	37	29
J.	Norma is at a basketball game with her friends. Before the game the National Anthem is played and the flag is raised. If I were Norma, I would STAND FOR THE FLAG throughout the entire National Anthem when I knew...				
	28. I might lose my seat	47	25	28	47
	29. My friends were not standing for the flag	47	28	25	47
	30. People would think that I was different because I stood for the flag	43	28	28	43
K.	Norma is with her friends in the hall. She sees a new girl in school standing alone. If I were Norma, I would HAVE MY FRIENDS MEET HER when I knew...				
	31. She was NOT liked	40	37	23	40
	32. She was a different race from my group	51	31	17	51
	33. My friends might be angry with me	31	40	28	31
P.	Morton is in the classroom during free time. He sees a friend placing a small thumb tack on the chair of another person. If I were Morton, I would REMOVE THE TACK when I knew...				
	46. I did NOT like the other person	32	27	40	32
	47. The other person was not well liked by my group	31	34	34	31
	48. My friend would be angry with me for stopping the joke	31	31	37	31
RESPECT FOR LAW AND AUTHORITY					
B.	Morton is in a large crowd of people on a street corner. They are protesting about something. People pick up rocks and start throwing them at windows. If I were Morton, I WOULD ALSO THROW ROCKS when I knew...				
	4. There was no chance of getting caught	23	23	54	54
	5. I agreed with what the crowd was protesting or it was for a good cause.	30	32	38	38
	6. There would be NO CHANCE of anyone's getting hurt	28	29	43	43
F.	Norma is shopping in a store and sees a person taking some things from the shelf and placing them in a hidden bag. If I were Norma, I WOULD REPORT THE THIEF to the store manager when I knew...				
	16. The store had over-priced goods and was not very honest	30	27	42	30
	17. I would be asked to spend several days testifying at the person's trial	27	32	40	27
	18. I would not be required to testify at the person's trial	41	28	31	41

CITIZENSHIP–GOAL V–Grade 8
(continued)

RESPECT FOR LAW AND AUTHORITY (continued)	Per Cent Response By Option (1)	(2)	(3)	Per Cent Favorable Response
G. Morton gets a dog. He finds that a city law requires that a $10 dog tag be bought by the dog's owner. If I were Morton, I would PAY THE FEE for the dog tag when I knew . . .				
19. Other dogs in the neighborhood did not have dog tags	48	25	28	48
20. The law was not fair and the fee was too high	37	35	28	37
21. I was going to move away from the town within the year	29	31	40	29
H. Morton is on a street corner with a group of friends when a fire breaks out across the street. Police and fireman come and tell the group to move out of the area. If I were Morton, I would OBEY THE POLICEMEN when I knew . . .				
22. Our group WOULD NOT be in the way by staying	53	23	24	53
23. Most of my friends were staying in spite of the policemen's orders	42	27	31	42
24. The policemen were too rough on the crowd	42	28	30	42
I. Morton is on the street corner with his friends during the lunch hour at school. His friends start throwing snowballs at passing cars. If I were Morton, I would ALSO THROW SNOWBALLS when I knew . . .				
25. There was NO CHANCE of anyone being hurt	38	24	37	37
26. It was just in fun	37	27	35	35
27. Nothing would be broken	38	26	35	35
M. Morton is in the classroom with his group when the teacher is called away for a few minutes. Several of his friends start to throw paper planes and make noise. If I were Morton, I would try to GET THEM TO STOP PLAYING around and to be quiet when I knew . . .				
37. I had no work to do at that time	30	30	40	30
38. They would be angry with me for not joining in on the fun	24	36	40	24
39. Only a few kids seemed bothered by the noise	28	33	39	28
O. Morton is walking down the street and sees some boys shooting at street lights with BB guns. If I were Morton, I would TELL THE LOCAL OFFICIALS (police) when I knew . . .				
43. This happened outside my neighborhood	39	28	33	39
44. The boys were my friends	22	34	44	22
45. The boys asked me NOT to tell them	22	37	41	22
RESPONSIBILITY AND INTEGRITY				
A. Morton has broken a school window but did not mean to. If I were Morton, I would TELL THE PRINICPAL or teacher about my breaking the window when I knew . . .				
1. The principal would make me stay after school	30	33	37	30
2. My parents would have to pay for the window	27	33	40	27
3. I would have to pay for the window	28	29	42	28
E. Norma is in a club at school. She is asked by the club president to work on the field trip committee, even though she asked that she not be put in that kind of group. If I were Norma, I WOULD WORK on the field trip group when I knew . . .				
13. My working in the group would help the club	58	29	13	58
14. People didn't care if I worked in the group or not	21	41	38	21
15. The group was not fun	13	30	57	13

CITIZENSHIP–GOAL V–Grade 8
(continued)

RESPONSIBILITY AND INTEGRITY (continued)	Per Cent Response By Option (1)	(2)	(3)	Per Cent Favorable Response
L. Norma comes back from lunch. She sees that someone put paper and trash on her desk. She asks who did it but no one will answer. If I were Norma, I would CLEAN UP THE MESS MYSELF when I knew . . .				
34. Someone had put it on my desk just to be mean	39	22	38	39
35. Someone was playing a trick on me	36	29	35	36
36. My classmates would laugh at me for cleaning up the mess	27	27	45	27
N. Norma gets her test paper back from the teacher with an "A" on it. She sees that the teacher has mis-scored her test and that she should really have a "C". If I were Norma, I would TELL THE TEACHER about the mistake when I knew . . .				
40. The teacher would think I was silly for being too honest	35	23	41	35
41. The teacher would give me the "C" instead of the "A"	34	28	37	34
42. I needed an "A" in the class	34	28	39	34
O. Morton is a patrol boy after school. He sees two boys fighting near his corner. If I were Morton, I would STOP THE FIGHT when I knew . . .				
49. One of the boys had asked for it	45	25	28	45
50. One of my friends was winning the fight	41	28	31	41
51. The boys fighting might beat me up	32	32	36	32
R. Morton is asked to work for a boy running for office in the school election. Morton agrees. He is given stickers to pass out. If I were Morton, I would PASS OUT ALL the stickers when I knew . . .				
52. People did NOT like the boy I was working for	45	33	22	45
53. My friends were working for a different boy	40	37	21	40
54. Most people would NOT take the stickers	36	36	27	36

1976

CITIZENSHIP–GOAL V–Grade 11

SECTION H

Items measure willingness to exhibit good citizenship in many social situations under a variety of motivating conditions. Social contexts are given in 18 stories, each posing a problem and suggesting an action predefined as good or poor citizenship. Students are asked–(1) yes, (2) maybe and (3) no–if they would take the action for each consequence.

		Per Cent Reponse BY Option			Per Cent Favorable Response
WELFARE AND DIGNITY OF OTHERS		(1)	(2)	(3)	
E.	A student is in a classroom during free time. He sees another student placing a large thumbtack on another student's desk. In this situation I would HAVE THE TACK when I knew...				
13.	The joke was being played on a person I didn't like	20	21	58	20
14.	My friends wanted me to go along with the joke	23	31	46	23
15.	Only the person's friends would be hurt	28	27	45	28
I.	The principal invites an unpopular political speaker to the school. The speaker has ideas that most students strongly disagree with. A group of students decide to shout the speaker down. In this situation I would HELP SHOUT THE SPEAKER DOWN when I knew...				
25.	I didn't agree with the speaker's ideas	34	24	42	42
26.	The speaker said he didn't respect student ideas	55	24	21	21
27.	The principal had refused to let the speaker we liked talk to us	30	29	41	41
K.	A girl is with her friends in the hall. She sees a new girl in school standing alone. If I were in this situation, I would HAVE MY FRIENDS MEET HER when I knew...				
31.	My friends would rather not meet her	30	33	37	30
32.	She was a different race from my group	53	31	16	53
33.	She probably wouldn't fit into our group	36	40	23	36
M.	You are with a group of friends. Several start making fun of another person who is standing there also. In this situation I would GET THEM TO STOP when I knew...				
37.	I did not like the person	27	35	38	27
38.	I had seen the person making fun of others	19	29	52	19
39.	My friends would be angry with me for not going along	31	39	30	31
Q.	A student is at a restaurant with some friends. The student sees that the waiter refuses to serve a person because the person is of another race. I would REPORT THE WAITER TO LOCAL OFFICIALS when I knew...				
49.	My friends would not back me up	60	22	18	60
50.	I did not know the person of another race	57	26	17	57
51.	I would probably be ignored by local officials	49	27	23	49
S.	One person always does more than is required on school assignments and homework. This makes the other students look bad by comparison. A group of students decides to get everyone to ignore this person. I would GO ALONG WITH THE GROUP AND NOT SPEAK TO THIS PERSON when I knew...				
55.	My friends asked me to go along with the idea	21	33	44	44
56.	It would make the person do what we wanted him (or her) to do.	20	33	45	45
57.	I did not like the person	34	32	32	32
RESPECT FOR LAW AND AUTHORITY					
A.	While shopping in a store, a person sees another person taking some things from the shelf and placing them in a hidden bag. In this situation I would REPORT THE THIEF TO THE STORE MANAGER when I knew...				
1.	The store had overpriced goods and was not very honest	21	25	54	21
2.	I would be required to be a witness at the person's trial	19	30	51	19
3.	The guilty person was a friend of mine	9	26	65	9

CITIZENSHIP–GOAL V–Grade 11 (continued)

	Per Cent Response By Option			Per Cent Favorable Responses
RESPECT FOR LAW AND AUTHORITY (continued)	(1)	(2)	(3)	
B. A person is in a large crowd of people on a street corner. They are protesting about something. Some people pick up rocks and start throwing them at windows. In this situation I would ALSO THROW ROCKS when I knew...				
4. There was no chance of getting caught	17	17	66	66
5. I agreed with what they were protesting about	21	28	51	51
6. My closest friend decided to throw rocks	10	20	71	71
D. There is a secret club at school called the Midnight Artists. They go out late at night and paint funny sayings and pictures on buildings. A student is asked to join the club. In this situation I would JOIN THE CLUB when I knew...				
10. My best friend had asked me to join	21	34	45	45
11. Most of the popular students in school were in the club	18	32	49	49
12. My parents would *ground* me if they found out I joined	12	20	67	67
F. A girl has a term paper due in several days. The book she needs most is not permitted to leave the library. If I were this girl I would SNEAK THE BOOK OUT OF THE LIBRARY when I knew...				
16. I would be late with my paper if I couldn't get the book	49	24	27	27
17. I could return it without anyone knowing	52	24	24	24
18. I didn't have time enough to complete my work in the library	51	25	23	23
L. The cafeteria in the school does not serve good food. Several students sneak into the cafeteria and wreck the kitchen. A student who was not involved finds out who did it. If I were this student, I would REPORT THEM TO THE SCHOOL PRINCIPAL when...				
34. The people who did it were my friends	13	24	63	13
35. They asked me not to tell on them	14	30	56	14
36. The people who did it would try to get back at me for telling	17	27	56	17
O. A student is on a corner with a group of friends when a fire breaks out across the street. Police and fireman come and tell the group to move out of the area. In this situation I would DO WHAT THE POLICEMEN SAY when I knew...				
43. Our group would not be in the way	68	17	14	68
44. Most of my friends decided to stay in spite of the policemen's orders	55	22	23	55
45. The policemen were too rough on the crowd	52	28	21	52
P. A student gets a dog and fiinds out that a city law requires that a $10 dog tag be bought by the dog's owner. If I were this student, I would PAY THE FEE when...				
46. No other dogs in the neighborhood had dog tags	43	24	33	43
47. I felt the fee was too high	40	33	27	40
48. I felt the law was silly	41	30	29	41
RESPONSIBILITY AND INTEGRITY				
C. A girl wants to go to the junior prom with a certain boy. Another boy calls a week before the prom and asks her to go. She accepts. Later the boy whom she really wanted to go with asks her to go. If I were this girl, I would BREAK MY DATE WITH THE FIRST BOY when I thought...				
7. The first boy probably could get another date	38	31	32	32
8. I really liked the second boy	40	33	27	27
9. My friends thought I should go with the second boy	20	33	46	46

CITIZENSHIP–GOAL V–GRADE 11 (continued

		Per Cent Response By Option			Per Cent Favorable Response
RESPONSIBILITY AND INTEGRITY (continued)		(1)	(2)	(3)	
G.	A student just got his driver's license. While backing out of a parking lot, he accidentally hits a parked car. The student's car is not damaged but the other car is. If I were this student, I would LEAVE MY NAME AND NUMBER FOR THE OWNER OF THE CAR when I knew...				
19.	The police would give me a ticket for reckless driving if they found out	47	22	30	47
20.	I didn't have insurance	31	25	44	36
21.	My parents wouldn't let me drive if they found out	34	26	39	34
H.	A student is in a school club. She is assigned by the club president to work on the field trip committee, even though she asked not to be put in that kind of group. If I were this student, I would WORK ON THE COMMITTEE when I knew...				
22.	In the future I would be placed in a better group	56	27	16	56
23.	People didn't care if I worked in the group or not	23	38	39	23
24.	I didn't like the club president	23	36	41	23
J.	A student is asked to help another student running for class president. After agreeing, the student is given stickers to pass out. In this situation I would pass out ALL THE STICKERS when...				
28.	I found out people didn't like the person I was helping	46	31	22	46
29.	Most people refused to take the stickers	35	37	27	35
30.	I found out my friends were working for another person	43	33	23	43
N.	A student accidentally breaks the lens on a school microscope. No one saw it happen. If I were this student, I would TELL THE PRINCIPAL OR TEACHER ABOUT THE DAMAGE I CAUSED when I knew...				
40.	I would have to pay for the damage	40	24	36	40
41.	I would not be permitted to use other school equipment after they found out	29	30	40	29
42.	My friends thought I should keep quiet	34	31	35	34
R.	A student comes to school early and finds a new notice on the bulletin board telling about a part-time job. If I were this student, I would REMOVE THE POSTER BEFORE ANYONE ELSE COULD SEE IT when I knew...				
52.	I really wanted the job	45	21	33	33
53.	I would not be caught	37	25	37	37
54.	It would increase my chances of getting the job	45	24	30	30